



ORAL TEACHING METHODS IN PRIMARY SCHOOL NATURE CLASSES

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Abstract.

Nature is a science that gives schoolchildren a general idea of the whole being, and it is important to teach elementary school students this subject through a variety of fun games and effective teaching methods. is considered. This article provides detailed information on oral teaching methods that can be used to teach nature.

Keywords: Conversation method, methodical methods, story method, didactic methods, natural phenomena.

INTRODUCTION

Natural sciences are the scientific study of the biosphere. Naturalists usually use observation rather than experiment. Natural sciences collect and systematize information about the origin and lifestyle of life forms. It is a sub-field of biology, directly related to botany, zoology, and related to such sciences as paleontology, ecology, biochemistry, geology, and climatology.

Natural sciences, nature - a system of natural sciences, a set of natural sciences. Natural sciences, which are the reflection of nature in the human mind, are perfected with the development of society. The purpose of natural sciences is to determine the essence of natural phenomena, to know the laws of nature and to reveal the possibilities of their practical use. The natural sciences consist mainly of the fundamental sciences, mechanics, physics, chemistry, and biology. Astronomy, geology, medical sciences, agriculture. Many branches of knowledge, such as science, ecology, originated from these fundamental sciences.

It is important to distinguish between methods and methodological techniques. Methodical method is one of the elements of this method, its component (showing exhibits, film fragments, slide film, slide, using schematic pictures on the blackboard, demonstrating experiments, performing various activities during practical work at the school's educational and experimental site. 'show etc.'). Method and methodical methods are closely related and can be transferred to each other. For example, students' different experiences are a method, but showing the experience while the teacher is telling a story is a method.

The teacher's presentation of a slide film during the story is a methodical method. Methods and techniques are used in a complex manner, they complement each other and serve to form the concepts of natural science correctly. In the application of methods, the teacher gives knowledge to students mainly through words, if necessary, by showing visual aids appropriate to the content of the subject. At this time, the main source for students to acquire new knowledge is words (oral speech). One of the main types of oral method is a story. A story is a living word of a teacher. It is combined with reading books, showing objects and events, using technical tools, reading fiction, etc.

The story tells strictly about tracking. Types of stories such as telling or describing, characterizing, explaining, and discussing are used in natural science classes. Telling - it tells about a concrete fact, event, process, actions. The story is told in the name of an eyewitness (a tourist, a young naturalist, a traveler, a participant in discoveries). Description is used in the consistent description of existing bodies and phenomena (minerals, plants, animal world, climatic features of a natural zone). Characterization is a type of description, which consists in listing the signs and characteristics of an object or phenomenon (characteristics of mountains, rivers, and natural zones).

Explanation - new concepts, terms, meaning are revealed in it, cause-effect connection, the logical nature of this or that thing is revealed. It is used in all lessons, and it is combined with discussion. Reasoning is narrative-based and involves the consistent development of rules and evidence that lead students to conclusions. This type of story is used when there is a need to analyze the phenomenon being studied (for example, the effect of climate on the change of a living being, properties of water, metal). The following didactic requirements are imposed on the story: scientificity, logical consistency and proof of the selected educational material; it should be clear, fluent and understandable for students: the teacher's speech should be descriptive. In grades 1-2, the story should last 5-8 minutes, and in grades 3-4, 10-12 minutes. It is important to use the following didactic methods in the process of the story.

- I. Announcing the topic of the lesson, a problematic situation is created before the introduction of a new topic. It begins with the study or experiment of new material, as well as the analysis of observations made in nature.
- II. Communicate the narrative plan. This method not only activates the learning process, but also teaches students to see the entire narrative system, thereby helping to develop the logical consistency of thinking, to identify certain connections between the facts or events of the studied environment; for example, describing the topic "The nature of the desert".

- III. Asking questions that activate students' attention during the presentation.
- IV. Activating comparison of students' perceptual activities (for example, comparing flora and fauna of fields, deserts, steppes, forests, etc.).
- V. During the presentation of the new material, to study the connection of previously studied topics with life and practice (for example, the topic "Skeleton" with the topic "Muscles", the nature of the native land with the topic of the nature of various zones) in life, practice .
- VI. Include a proverb, interesting material, or reading episode in the story. The teacher can start the story after or before reading the corresponding article. The use of additional material enriches and concretizes the story. The proverbs, sayings and riddles used during the story enrich the lesson and make it easier for the students to accept the material presented.
- VII. Use of visualization (photo, table, technical tools). The use of various means of visualization during the story helps students to form clear images, to support attention and interest in the studied material, and to master it thoroughly. Schemes, tables, experiments, blackboards and notebooks (terms) and conclusions facilitate the acquisition of educational material.

CONVERSATION

The conversation is characterized by the participation of students and teachers in solving the question. The focus of the conversation is determined by the questions that must be solved by mobilizing the students' knowledge. As a result of the conversation, the students should make appropriate conclusions under the teacher's guidance and summarize the conclusions. The conversation should not be unfamiliar to the students: it is not appropriate to waste time trying to "find out" the knowledge that the students have not mastered yet. Conversation is of particular importance in lessons that conclude, generalize and connect new knowledge with old ones.

The main purpose of the conversation is that, under the guidance of the teacher, correct ideas and concepts about natural objects and phenomena are formed in the minds of students. At the first stage of introduction to nature, the conversation takes place in the form of the teacher asking questions and the invited students answering the questions. Then the conversation will be enriched and expanded.

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